EMERGENCY MEDICAL TECHNICIAN (EMT)
CURRICULUM FRAMEWORK

This document was prepared by:

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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.

- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.

- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

NEVADA DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR

EMERGENCY MEDICAL TECHNICIAN

PROGRAM INFORMATION

Program Title:	**Emergency Medical Technician**
State Skill Standards:	**Health Science I & II**
	Emergency Medical Technician
Standards Reference Code:	**EMT**
Career Cluster:	**Health Science**
Career Pathway:	**Therapeutic Services**
Program Length:	**3 Levels (L1, L2, L3C)**
Program Assessments:	**Emergency Medical Technician**
	Workplace Readiness Skills
CTSO:	**hosa: future health professionals**
Grade Level:	**9-12**
Industry Certifications:	**See Nevada's Approved Certification Listing**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Emergency Medical Technician industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Emergency Medical Technician
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

EMERGENCY MEDICAL TECHNICIAN

Core Course Sequence

COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Emergency Medical Services	L2
Emergency Medical Technician	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

EMERGENCY MEDICAL TECHNICIAN

Core Course Sequence with Complementary Courses

COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Emergency Medical Services	L2
Emergency Medical Technician	L3C
Emergency Medical Technician LAB*	L3L

    *Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills," have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area, (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	Health Science I
ABBR. NAME:	HEALTH SCI I
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0000
PREREQUISITE:	NONE
CTSO:	hosa: future health professionals

COURSE DESCRIPTION:

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE**
Performance Standard 1.1 :	Demonstrate Knowledge of Human Anatomy and Physiology
Performance Indicators :	1.1.1-1.1.4
Performance Standard 1.2 :	Relate Principles of Anatomy and Physiology to Diagnosis and Treatment
Performance Indicators :	1.2.1-1.2.5
Performance Standard 1.3 :	Apply Mathematics in Healthcare Practice
Performance Indicators :	1.3.1-1.3.7
CONTENT STANDARD 2.0 :	**EXAMINE HEALTHCARE SYSTEMS**
Performance Standard 2.1 :	Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)
Performance Indicators :	2.1.1-2.1.7
CONTENT STANDARD 3.0 :	**UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**
Performance Standard 3.1 :	Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients
Performance Indicators :	3.1.1-3.1.14
Performance Standard 3.2 :	Evaluate the Role of Ethical Issues Impacting Healthcare
Performance Indicators :	3.2.1-3.2.3
Performance Standard 3.3 :	Demonstrate Professional and Ethical Standards Impacting Healthcare
Performance Indicators :	3.3.1-3.3.7

CONTENT STANDARD 4.0 :   **DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING**

Performance Standard 4.1 :   Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators :   4.1.1-4.1.11

Performance Standard 4.2 :   Utilize Written and Electronic Communication

Performance Indicators :   4.2.1-4.2.5

CONTENT STANDARD 5.0 :   **DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING**

Performance Standard 5.1 :   Demonstrate Workplace Readiness Skills

Performance Indicators :   5.1.1-5.1.3

Performance Standard 5.2 :   Demonstrate Career Development Skills

Performance Indicators :   5.2.1-5.2.3

CONTENT STANDARD 6.0 :   **INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE**

Performance Standard 6.1 :   Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators :   6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 :   **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: **Mathematical Practices**

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

OPTION A

COURSE INFORMATION:

COURSE TITLE:	Health Science II
ABBR. NAME:	HEALTH SCI II
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0000
PREREQUISITE:	Health Science I
CTSO:	hosa: future health professionals

COURSE DESCRIPTION:

This course is a continuation of Health Science I. This course provides advanced health science students with instruction in advanced techniques and processes. Areas of study include medical ethics, hazardous materials, and safety in the workplace, epidemiology, and green practices in healthcare. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a medical program at the college level.

TECHNICAL STANDARDS:

CONTENT STANDARD 7.0 :	**UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**
Performance Standard 7.1 :	Describe Characteristics of an Effective Healthcare Team
Performance Indicators :	7.1.1-7.1.3
Performance Standard 7.2 :	Understand Methods for Building Positive Team Relationships
Performance Indicators :	7.2.1-7.2.6
CONTENT STANDARD 8.0 :	**UNDERSTAND SAFETY PRACTICES**
Performance Standard 8.1 :	Identify Procedures Mandated by Local, State, and Federal Guidelines
Performance Indicators :	8.1.1-8.1.5
Performance Standard 8.2 :	Explain Principles of Infection Control
Performance Indicators :	8.2.1-8.2.6
Performance Standard 8.3 :	Understand Appropriate Safety Techniques
Performance Indicators :	8.3.1-8.3.5
Performance Standard 8.4 :	Understand Emergency Management and Preparedness
Performance Indicators :	8.4.1-8.4.16
CONTENT STANDARD 9.0 :	**APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**
Performance Standard 9.1 :	Demonstrate Healthcare Skills and Knowledge
Performance Indicators :	9.1.1-9.1.4
Performance Standard 9.2 :	Utilize Appropriate Assessment Tools to Evaluate Individual Situations
Performance Indicators :	9.2.1-9.2.7

CONTENT STANDARD 10.0 : **IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health–Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

OPTION B

COURSE INFORMATION:

COURSE TITLE:	**Emergency Medical Service**
ABBR. NAME:	**EMER MED SERVICES**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0810**
PREREQUISITE:	**Health Science I**
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is a continuation of Health Science I. This entry-level course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include personal safety, patient transport (moving and lifting), basic first aid to include medical and trauma emergencies, and CPR. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:

CONTENT STANDARD 7.0 :	**UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**
Performance Standard 7.1 :	Describe Characteristics of an Effective Healthcare Team
Performance Indicators :	7.1.1-7.1.3
Performance Standard 7.2 :	Understand Methods for Building Positive Team Relationships
Performance Indicators :	7.2.1-7.2.6
CONTENT STANDARD 8.0 :	**UNDERSTAND SAFETY PRACTICES**
Performance Standard 8.1 :	Identify Procedures Mandated by Local, State, and Federal Guidelines
Performance Indicators :	8.1.1-8.1.5
Performance Standard 8.2 :	Explain Principles of Infection Control
Performance Indicators :	8.2.1-8.2.6
Performance Standard 8.3 :	Understand Appropriate Safety Techniques
Performance Indicators :	8.3.1-8.3.5
Performance Standard 8.4 :	Understand Emergency Management and Preparedness
Performance Indicators :	8.4.1-8.4.16
CONTENT STANDARD 9.0 :	**APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**
Performance Standard 9.1 :	Demonstrate Healthcare Skills and Knowledge
Performance Indicators :	9.1.1-9.1.4
Performance Standard 9.2 :	Utilize Appropriate Assessment Tools to Evaluate Individual Situations
Performance Indicators :	9.2.1-9.2.7

CONTENT STANDARD 10.0 : **IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health–Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	**Emergency Medical Technician**
ABBR. NAME:	**EMER MED TECH**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**51.0904**
PREREQUISITE:	**Health Science II or Emergency Medical Services**
PROGRAM ASSESSMENTS:	**EMERGENCY MEDICAL TECHNICIAN**
	WORKPLACE READINESS SKILLS
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is a continuation of Health Science II or Emergency Medical Services. This course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include legal and ethical issues, patient's airway, medical and trauma assessment, and medical documentation. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT**
Performance Standard 1.1 :	Apply Concepts of Language Arts Knowledge
Performance Indicators :	1.1.1-1.1.6
Performance Standard 1.2 :	Apply Concepts of Mathematics Knowledge
Performance Indicators :	1.2.1-1.2.6
Performance Standard 1.3 :	Apply Concepts of Science Knowledge
Performance Indicators :	1.3.1-1.3.3
CONTENT STANDARD 2.0 :	**DEMONSTRATE THE USE OF COMMUNICATION**
Performance Standard 2.1 :	Select and Employ Appropriate Reading and Communication Strategies
Performance Indicators :	2.1.1-2.1.5
Performance Standard 2.2 :	Enhance the Diversity to Enhance Skills
Performance Indicators :	2.2.1-2.2.2
Performance Standard 2.3 :	Create Verbal and Nonverbal Behaviors
Performance Indicators :	2.3.1-2.3.4
CONTENT STANDARD 3.0 :	**DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING**
Performance Standard 3.1 :	Utilize Critical Thinking Skills Independently and as a Team
Performance Indicators :	3.1.1-3.1.3
Performance Standard 3.2 :	Employ Interpersonal Skills to Resolve Conflicts
Performance Indicators :	3.2.1-3.2.4

Performance Standard 3.3 :   Monitor Workplace Performance Goals
Performance Indicators :   3.3.1-3.3.3
Performance Standard 3.4 :   Conduct Technical Research
Performance Indicators :   3.4.1-3.4.3
CONTENT STANDARD 4.0 :   **USE INFORMATION TECHNOLOGY TOOLS**
Performance Standard 4.1 :   Differentiate Between Various Electronic Tasks
Performance Indicators :   4.1.1-4.1.5
Performance Standard 4.2 :   Organize and Manipulate Tasks
Performance Indicators :   4.2.1-4.2.6
CONTENT STANDARD 5.0 :   **IDENTIFY KEY ORGANIZATIONAL SYSTEMS**
Performance Standard 5.1 :   Describe the Scope of Departmental Organizations
Performance Indicators :   5.1.1-5.1.5
Performance Standard 5.2 :   Implement Quality Control Systems and Practices
Performance Indicators :   5.2.1-5.2.2
CONTENT STANDARD 6.0 :   **UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND THE ENVIRONMENT**
Performance Standard 6.1 :   Implement Personal and Departmental Safety Regulations
Performance Indicators :   6.1.1-6.1.5
Performance Standard 6.2 :   Apply Employee Rights and Responsibilities
Performance Indicators :   6.2.1-6.2.3
Performance Standard 6.3 :   Employ Emergency Procedures and Disaster Response Plans
Performance Indicators :   6.3.1-6.3.5
Performance Standard 6.4 :   Describe and Apply Healthy Behaviors
Performance Indicators :   6.4.1-6.4.10
CONTENT STANDARD 7.0 :   **UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES**
Performance Standard 7.1 :   Apply Ethical Reasoning to Workplace Situations
Performance Indicators :   7.1.1-7.1.3
Performance Standard 7.2 :   Interpret Written Agency Policies and Procedures
Performance Indicators :   7.2.1-7.2.3
CONTENT STANDARD 8.0 :   **USE LEADERSHIP AND TEAMWORK SKILLS**
Performance Standard 8.1 :   Employ Leadership Skills to Accomplish Goals and Objectives
Performance Indicators :   8.1.1-8.1.2
Performance Standard 8.2 :   Establish and Maintain Effective Working Relationships
Performance Indicators :   8.2.1-8.2.5
Performance Standard 8.3 :   Use Teamwork to Accomplish Goals and Objectives
Performance Indicators :   8.3.1-8.3.6
CONTENT STANDARD 9.0 :   **DEMONSTRATE KNOWLEDGE AND TECHNICAL SKILLS**
Performance Standard 9.1 :   Identify Fundamentals of Emergency Medical Services
Performance Indicators :   9.1.1-9.1.12
Performance Standard 9.2 :   Describe the Structure and Function of Human Body Systems
Performance Indicators :   9.2.1-9.2.2

Performance Standard 9.3 : Use Medical Terminology

Performance Indicators : 9.3.1-9.3.2

Performance Standard 9.4 : Incorporate Principles of Pathophysiology

Performance Indicators : 9.4.1-9.4.2

Performance Standard 9.5 : Understand Life Span Development

Performance Indicators : 9.5.1-9.5.2

Performance Standard 9.6 : Identify EMS Role in Public Health

Performance Indicators : 9.6.1-9.6.2

Performance Standard 9.7 : Understand Fundamentals of Pharmacology

Performance Indicators : 9.7.1-9.7.4

Performance Standard 9.8 : Describe Techniques of Airway Management

Performance Indicators : 9.8.1-9.8.2

Performance Standard 9.9 : Discuss Rationale for Systematic Assessment

Performance Indicators : 9.9.1-9.9.6

Performance Standard 9.10 : Identify Medical Emergencies

Performance Indicators : 9.10.1-9.10.9

Performance Standard 9.11 : Identify Symptoms and Treatment of Shock

Performance Indicators : 9.11.1-9.11.2

Performance Standard 9.12 : Recognize and Manage Trauma Emergencies

Performance Indicators : 9.12.1-9.12.6

Performance Standard 9.13 : Understand Special Patient Populations

Performance Indicators : 9.13.1

Performance Standard 9.14 : Understand EMS Operations

Performance Indicators : 9.14.1-9.14.8

CONTENT STANDARD 10.0 : **DEMONSTRATE EMPLOYABILITY SKILLS**

Performance Standard 10.1 : Demonstrate Job Retention and Lifelong Learning Skills

Performance Indicators : 10.1.1-10.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 :   **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Emergency Medical Technician Standards for alignment by performance indicator.

COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE INFORMATION:

COURSE TITLE:	Emergency Medical Technician LAB
ABBR. NAME:	EMER MED TECH L
CREDITS:	1
LEVEL:	L3L
CIP CODE:	51.0904
PREREQUISITE:	Concurrent enrollment in Emergency Medical Technician
CTSO:	hosa: future health professionals

COURSE DESCRIPTION:

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.